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ABSTRACT

This paper reviews the foundations, trends, and issues in the professional development of student personnel workers and the potential impact of that development on the Division of Student Affairs. The history of professional development arising from the application of management techniques to school systems, and for faculty and administrator development is discussed. The few studies relating to the professional development of student personnel workers are reviewed. Relevant models of professional development in student affairs programs from North Carolina State University, Eastern Michigan University, Cornell, the University of Nebraska, and California State University at Davis are described. A theoretical model is proposed which consists of: three vertical major roles, i.e., practitioner, supervisor, and administrator; a second dimension, based on time in the field; a third dimension, addressing competency; and a fourth dimension, based on type of organization. Steps in developing a management development program are outlined along with development criteria and principles. Implications of professional development for the issues of employee incentives, competency-based performance, and formal individual recognition are also discussed. An appendix of the component matrix for the specific programs described is included as well as a three-page bibliography. (JAC)

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Professional Development within the Division of Student Affairs

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Running head: Staff Development

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Abstract

The purpose of this investigation was to seek out foundations, trends, and issues on the professional development of student personnel workers and its potential impact upon the Division of Student Affairs. It was discovered that the professional development movement has been in existence some twenty years - yet, still in its infancy within the realm of education (particularly higher education). Data within the professional literature is scarce and research scarcer. Most institutional programs have been developed on the "trial and error" method, but with experience, several have developed into models to be emulated. The success of any well founded professional development program will have to hinge on employee incentives, personal competency and recognition.

Professional Development within the Division of Student Affairs

Professional development - What is it? From where did it come? When did it achieve national attention? Why is it of so much importance?

I will attempt to answer each of these, so as to establish a basic conceptual framework, in which to explore the tip of this gigantic and dynamic iceberg - whose tip we only see.

Professional development is only one of nineteen related terms used to describe this particular concept. Many seem to have been coined for specific institutional usage, such as in government (e.g. training administration, personnel development, and career development), in business and industry (e.g. Human Resource Development, Human Development, Executive Development, and Management Development), and education (e.g. Individual Development, In-service Education, Staff Development, Administrator Development) not to include six others depicting organized programs of instruction. Lastly, several general concepts have evolved as Professional Education, Professional Continuing Education, and Lifelong Learning (ERIC, 1980; Fisher, 1977; and Nadler, 1980).

The "what" shall be the easiest to answer (but only in ambiguous terms). Professional development (PD) is a component of the concept of training and development, which happens to be only one aspect of general management/leadership theories (e.g. Blake and Mouton, 1964; Steers and Porter, 1975; Tannenbaun and Schmidt, 1973, etc.).

The term of professional development (as best as I can determine) defines the status of individuals who subscribe to professional attitudes and beliefs (i.e., professional persons - doctors, lawyers, educators, etc.), and the need and/or desire to develop these individuals to some ultimate point of human and technical functioning for mutual benefit (i.e., employer-employee). Through a review of numerous specialized dictionaries (e.g., higher education, education, business and government), I could not find a single entry for professional development, but did find a related one - staff development program (Good, 1973). It was defined as "all efforts of . . . officials to recruit, select, orient, assign, train or reassign staff members so as to provide the best possible staff for the operation . . .; generally used to include both staffing and in-service education" (p. 448). The only other definition was found in the ERIC Thesaurus (1980, p. 150) where it defined professional development as "activities to enhance professional career growth."

Historical Review

The origins of professional development are relatively short. It is known that many fragmented theories and concepts of management (i.e., leadership), psychology (i.e., motivation and recognition) and education (i.e., behavior and social learning) existed at the turn of the century. It is assumed on my part, that through many uncontrollable events leading to national survival was the impetus needed to bring these fragments together from an interdisciplinary base, to form the basis of general management theory, which would provide immediate practical solution in dealing with the problems of large bureaucratic structures.

This long awaited management application was put to the test in the late 1930's and early 40's, as a result of national economic reconstruction, national mobilization, centralized and mushrooming government organization. Various government programs were created, drawing upon this new management knowledge to create and maintain such structures as the U.S. Civil Service Commission, the Department of War (Defense), and numerous civilian training projects.

During the late 1940's and early 50's, industry and business noted the numerous successes that government had achieved through management application. Due primarily to the many similarities between large bureaucratic government and big business and industry, the transfer of these training and development innovations were considered very practical and profitable. This was not to be the case for education in general, nor higher education in particular.

Education

It wasn't until the late 1950's and early 60's that secondary school systems across the country would begin adapting these management techniques (to become known later as professional development) under the label of in-service training/education. This particular imitation when reinforced with several baby booms, and phenomenal growth of higher education in general, and for our purposes, student personnel work in particular. As growth reached its peak, outstripping most institutions' ability to keep up (e.g., building and facilities shortages, personnel shortages and funding shortages), the trend reversed, sending the institutions into the opposite situation, with

the exception of funding (which public demands and inflation send out of view). With the on rush of government interest to control and the public to clammer for accountability. At this point, higher education could no longer keep a straight face and avoid management applications, already in use by government and industry for twenty years. Higher education Had finally achieved bureaucratic structure, a large employee population and limited funds. Here too, humanistic psychology may try to take credit for bringing professional development to education, for its impact and final recognition of desirability.

To retreat just a little, the management adoption by education was far from uniform and across the board. As indicated, it took roots in faculty development (in-service education), from their success spilled over into administrator development, and lastly student personnel work (the goal of our current investigation).

Faculty Development

Rhodes and Hounsell (1978) edited a series of papers addressing the needs and hazards of faculty in-service. One major goal of their effort was to develop a dichotomy between staff development vs. staff training. Smith (1979) had a number of strong opinions on professional development of college faculties. It was his earnest view, that in the past, faculty development (and perhaps development in general) had been too long on fad - with an ever present shortage of substance. He felt too much emphasis continues to be placed on methodology (i.e., better methods of teaching) than on personal development (i.e., struggling and shaping of one's own philosophy about teaching). Smith further

stated, "The professional development movement will become a significant and continuing force when it can offer a setting in which this kind of growth toward professional maturity can take place" (1979, p. 38).

Administrator Development

Fisher (1977) commented on the need for the professional development of university and college administrators, backing up his argument with research gathered by the University Council for Education Administration. It was his contention that all administrators regardless of position were in need of "professional and personal development and job improvement" (p. 2). His investigation dwelled at length on external opportunities (e.g., the Chronicle of Higher Education), major programs (e.g., Institute for College and University Administrators - ICUA), and in-house activities (i.e., some 262 institutional respondents indicated some type of internal program). He concluded with a call for the creation of a "National Academy for Leadership Development in Post-secondary Education" (p. 4).

To note a similar occurrence in in-house development activities for faculty and administrators, the University of Southern Mississippi has created a professional learning approach (TLRC, 1980) guided by a group of University trainees. This program makes available a series of conferences and workshops - addressing managerial, leadership and communication needs.

One major drawback discovered thus far by Scott (1978) was that "staff development in colleges and universities, business and the military (government) is that the former concentrates on higher level

administrators, while the latter two cover the whole spectrum . . . ." (p. 5).

So far, I have identified a wide range of PD developments which I feel demonstrates its relative and universal need. My major concern here is its practicality and usefulness within the area of student personnel work and the Division of Student Affairs (DSA).

Literature Review

A review of current professional literature revealed a glaring disparity of interest on the subject of professional development for student personnel workers, to include both theoretical notions and active research formulations. The majority of such framework lies within the interdisciplinary boundaries of psychology (i.e., research) and management (i.e., theories and concepts). What little material that is available, has been specifically focused on counseling, resident hall staff, and academic advising. Truitt and Gross (Herron, 1970) in addressing the topic of in-service education, and Beeler (1975) in his development of the "Mini-U" Model identified nine principal writers on the preparation and standards to be utilized (e.g., Burnett, 1954; Gross, 1963; Hill, 1960; Kirk, 1955; Meyerson, 1974; Passons, 1969; Stamatokas and Oliaro, 1972; and Truitt and Gross, 1966).

Relevant Models

The literature and personal communications (Notes) did reveal five institutions (e.g., North Carolina State University at Raleigh, Eastern Michigan University, Cornell University, University of Nebraska at Lincoln, and California State University at Davis) which had high

profiles of professional development, coupled with an institutional commitment to their division of student affairs programs. Upon reviewing these DSA programs, I felt they would serve as excellent models for the purpose of this investigation. Over the last decade, due to the lack of DSA research the various professional associations (e.g., American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), and the American Council on Education (ACE)) have conducted institutional surveys to identify those member institutions who have organized programs of professional/staff development. One such survey by Gross (1963) taken of NASPA members pertaining to the existence of DSA programs indicated some 36% didn't have any programs - the majority indicated very limited programs, while an exceptional few made concerted efforts to implement professional programs (Herron, 1970). An ACPA survey reported by Miller in 1975, indicated only one of five institutions had a formalized in-service policy (Beller, 1975, p. 2). A different survey completed by Scott (1978), indicated some 300 colleges have in-house PD programs (p. 5).

It was sad to note, that over the last twenty years, only one doctoral dissertation (Gross, 1963) has ever been undertaken to do a study of in-service programs within higher education, with emp on the field of student personnel work.

Student Personnel Work

The data available also has reflected specialization within the DSA. Scott (1978) addresses the plight of the mid-level (student

personnel) administrators lack of opportunity and need for development in the areas of "effective administration," "leadership style," and "administrative accountability" (p. 3). Truitt, et al. (1970) countered with arguments for the first-level student personnel workers having a two-fold problem. First, that they have been unable to avail themselves to application of ideas to professional growth activities. Second, the DSA's failure to recognize improvement activities and insufficient knowledge, and utilization of in-service principles and techniques (p. 211). On the other hand, Appleton, Briggs and Rhatigan (1978) push for a comprehensive DSA-PD program to cut across all levels for improved communications, upgrading of work skills and encouraging professional advancement and personal growth (p. 122).

Any program that is development will have the need for identifying a theoretical model and relating model to the student personnel work philosophical base. The final requirement includes completing a DSA-wide needs assessment, consolidating and implementing the completed professional development program.

Framework and Program Development

Theoretical Model

One of the chief problems with PD is the lack of a coherent theoretical model with a philosophical base, rather than a hodgepodge of methodological activities. The model I would like to propose for adoption was developed by Nadler (1980), a member of the American Society for Training and Development (ASTD) and who subscribes to the

the field of Human Resource Development (HRD), being active in research since 1958.

I would like to describe the PD model briefly - for a more detailed study, one should consult the reference. For a DSA the model would consist of three vertical major roles (i.e., practitioner, supervisor and administrator) each consisting sub-roles, with roles and sub-roles composed of required activities. A second dimension of three lateral categories (i.e., 1. permanent practitioners, 3-6 years; 2. mobile practitioners, 2-3 years; and 3. the temporary practitioners (graduate students)). Nadler (1980) stated, "The left-hand scale-roles - would add the sub-roles and even the specific activities under the sub-role. As this is done, some of the activities will appear more important for category one, less for category two, and perhaps unimportant for category three" (p. 19). Lastly, a third depth dimension of three rearward levels performance, each addressing the need for competency (i.e, 1. basic; 2. intermediate; and 3. advanced). A fourth dimension was briefly discussed and its only implication here would be the type of organization (i.e., education vs. business). The philosophical base has pretty much been laid out for the student personnel movement (Herron, et al., 1970).

Management Development

The second aspect of critical importance to an effective PD program, is its effectiveness at addressing managerial skills (due primarily to the administrative nature of student personnel). I believe this development phase can best be addressed by Petty (1974). Petty's

(1974) concept of Management Personnel Development (MPD) for potential collegiate administrators has been "defined as a systematic, (institution-wide) effort to foster individual growth for all managers as decision-makers practitioners at increasingly higher levels of responsibility, complexity, and risk, within limits of their professional competency" (p. 16). Petty gives two arguments for its use: first, it establishes an organization management succession process (i.e., leadership indepth); secondly, it "focuses on the management of all administrator's growth and training" (p. 17) by the sponsor.

Management Development

Petty's program has recommended the following ten steps in developing a MPD program (for a more detailed discussion consult reference), briefly:

1. Analysis of institutional objectives as standards for management performance.
2. Analysis of institutional management style.
3. Evaluation of the fine "publics" served by . . . college management.
4. Definition of a Management Personnel Selection Policy.
5. Analyze career route profiles of professional staff.
6. Identify competency ladder profiles.
7. Assess Management Personnel Replacement Capacity.
8. Design methodological strategies for individual managerial training.
9. Develop quality placement training records.

10. Prepare management performance guide and implement appraisal program.

A similar approach is favored by Appleton, et al. (1978). Petty concluded his defense of the MPD program by pointing out that "overnight, clerks become coordinators; secretaries, administrative assistants" (p. 16).

Once the model has been adapted to the philosophical base and capped with general managerial skills orientation the skeleton framework is finalized and ready to be completed via OSA staff needs assessment. Truitt, et al. (Herron, 1970) devoted an entire chapter to in-service education (PD) in student personnel work. He discussed at length the strengths, and weaknesses, and the status of in-service education. To summarize, Truitt, et al. gave nine significant reasons which would necessitate the inclusion of professional development within the DSA (pp. 212-214).

Development Criteria

1. The inadequate or unrelated preservice education of many in student personnel work underscores the importance of in-service education.
2. Continued professional growth of its members is one of the distinguishing features of a profession and can be achieved through in-service education.
3. In-service education programs can effect change in the student personnel program.
4. A structured in-service educational program is necessary to

provide continuity for a specialized and constantly changing staff.

5. The fact that new staff members rarely assume their initial positions at their peak effectiveness requires the establishment of in-service education programs.
6. An in-service education program provides opportunities for staff members to contribute to the total student personnel program.
7. Properly planned in-service education programs enable the personnel staff to transcend the routine of daily personnel functions.
8. An in-service education program assists in raising aspirations of staff members.

For a program of professional development to succeed, Truitt and Gross enumerated ten basic principles which lay the groundwork for developing the program. They are briefly (p. 215-17):

1. It should be based upon objectives which give direction to the overall student personnel program and provide a basis for evaluation.
2. It must be planned, initiated and perpetuated in view of individual staff and institutional goals and needs.
3. It should be geared to varying levels of professional preparation and experience of individual staff members.
4. It should involve maximum participation of the total staff in the planning and ongoing activities.

5. Study topics and activities should reflect both immediate and long-standing issues which face the staff, institution, and student personnel work as a profession.
6. It should utilize the knowledge and skill of the program participants as well as that of consultants and other resource personnel.
7. Opportunites should be made to allow the application of new knowledge and increased understanding of theory and technique, to programs and services of the institution.
8. It should be continuously planned, conducted, and maintained during a regularly designated time in the normal work schedule of the staff.
9. It should be continuously evaluated with the program participants playing a major role in the evaluation.
10. Responsibility for initiating, implementing, and directing an in-service education program should rest with one individual (preferably the chief student personnel officer).

It appears that methodology (Marcum and Webster, 1979) is the least important aspect (as was noted earlier, Smith (1979)) - examples of these will be provided in the following section. Strategies for delivery are as numerous, the most popular are workshops (Davis and McCallon, 1975), institutes, conferences, seminars and independent study. A few specific resource materials might be helpful in developing student personnel content could include Herron, 1970; Kuhn, 1980; Matson, 1972; and O'banion, 1970, (see Appendix).

Selected Demonstrations

I believe the several models I am about to present will reveal a number of the characteristics already mentioned above. As already stated, these models were cited in the literature because the institutional DSA's made a concerted effort to develop professional programs, all encompassing of their staffs, and received steadfast institutional support (Beeler, 1975; Fisher, 1977; Jones, 1980; and Notes). Of those models identified, only three shall be presented here. Each of the models are diverse (i.e., type model, scope of methodology, specific commitments, size and geographic location), but do maintain similarity in institutional classification, DSA structure and staff interest.

Institutional Model 1

North Carolina State University at Raleigh (see Notes), located near the Atlantic seabord, through staff directive appointed a DSA professional growth committee (PGC) and chairman in 1978, composed of 12 staff members (utilizing an internal committee approach). The PGC probably met on a monthly basis, but was required to at least meet twice a semester (Note 1).

The NCSU program began with a series of voluntary informal " open forum" type meetings of staff (same 97) from various departments on a staggered schedule, as to permit every a chance to preview the PGC concept and to express their feelings and ideas for its content (Notes 1 and 5).

The PGC with staff input developed a diverse program of professional activities which included: one-hour special topics series, annual

DSA all-day seminar, administrative-management study group, several panel discussions, and skill development workshops with a sprinkling of social gatherings, averaging about 16 activities annually. Most activities were scheduled for two hours over the normal lunch period in a central location (Note 4).

In order to enhance intra-staff communications (and in addition to the regular institutional news bulletin) and periodic staff memos) the PGC instituted a rather professional looking DSA newsletter which was all inclusive of PGC activities published on a quarterly basis (Note 4).

The committee working closily the chief student personnel officer in the second year of programming developed several extracurricular PD actities open to all DSA staff members, an "Experienceship Program" (i.e., to give a participant in-depth acquaintance of another DSA area), and the Individual Program Improvement Grants (i.e., to facilitate individual growth in augmenting existing programs or developing new ones within the DSA) (Notes 2 and 3).

Institutional Model 2

Eastern Michigan University at Ypsilanti (Beeler, 1975), located near the Great Lakes, through staff directive, appointed a DSA Professional Staff Development Committee (PSDC) and a chairman in 1973, composed of six staff members (utilizing an internal committee approach). This format was utilized until 1975 and operated very similar to the NCSU model with the exception of the extracurricular PD activities.

At this point EMU decided to strike out on its own and experiment

with a completely new hybreed (even though the old program had been satisfactory). The DSA proposed and implemented what was called a "Mini-U" program in 1975 (which fastens the free university model, coupled with specific objective mini-courses, directed by a learning specialist - adjunct faculty). The program was augmented to include a quartertime Director of PSD working in conjunction with the PSDC in program development and implementation (additional funds had been provided the DSA for this purpose) (p. 3).

Again, the new PSD format was shared with the entire DSA staff (same 82 members) at the first fall general staff meeting to exchange information and views, incorporate individual feelings and ideas, and to schedule PSDC meetings (p. 3).

The new PSD format "Mini-U" reinforced with staff input set about the task of organizing and implementing a series of mini-courses (once development were circulated throughout the DSA for member's input). Eleven non-tuition Mini-U courses were developed, a course description booklet created and sent to all DSA staff members, covering such topics as characteristics of college students, EEO guidelines, leadership styles, students' legal rights, ethics and basic human relations (four other topics were deleted). The classes were scheduled one-two hours per week for three-four week duration, most often crosscutting the normal lunch period (p. 4).

As at NCSU, an intra-department communication was developed to reinforce PSD activities (in addition to regualar posted announcements and periodical inaferiod mailings) (p. 4).

Upon completion of the PSD's winter semester program, a DSA wide meeting of participants and guests was held to award completion certificates, recognize contributors, to evaluate each course attended and the overall program's effectiveness, receive word of new offerings, to elect a new PSD committee for the next academic year, and concluded with a social gathering over dinner (p. 4).

Institutional Model 3

California State University at Davis (Jones, 1980), located near the Pacific coastline, through staff directive, appointed a Staff Development Committee (SDC) and a chairman on or about 1979, its composition is unknown (utilizing a university-wide approach, fostering a continuing education model). It is assumed that the SDC met on a semesterly basis, but not less than once an academic year.

The CSU program appears to use an annual DSA employee survey (of approximately 150 members) to obtain and evaluate the needs and goals of its members and to decide what opportunities are most useful (perhaps having some policy implications within the DSA and institution) (p. 1).

The SDC with staff input attempted to influence both DSA and institutional policy changes in order to promote greater utilization of the opportunities available and to recommend ways and means of filling development gaps. A wide range of PD opportunities included nineteen different institutional-wide activities, which included: managerial, 44%; communication, 6%; interpersonal, 4%; clerical, 3%; personal, 10%; and job specific improvement skills, 12% (p. 16). These particular

offerings were on-going and given on a diverse schedule, a few for academic credit.

There were some indications of a regular DSA news bulletin as well as some staff interest in pursuing research, 7%; statistics, 12%; and experimental learning, 3%. As should be noted, program evaluation was conducted on an annual basis through the use of a survey questionnaire. SDC report concluded by stating that 80% of the staff had participated in some form of university sponsored training, that participation was directly related to status, and that 34% had development plans (p. 1).

I feel by far that the NCSU program was the most informal and innovative of the three presented, the latter two being too formal and academic oriented (though EMU did provide a great deal of individual recognition, while CSU provide greater maturity).

Implications

I feel there are three basic underlying issues to be taken to task by each DSA (employee incentives, competency-based performance, and formal individual recognition) which have very indirect impact upon any program of professional development, are to be touched on briefly.

The issue of employee incentives is an old one, but one very prevalent today, which permeates our entire society. Jones (1980) investigation cites three categories of effective incentives to motivate employees:

1. Structural incentives: such as job rotations, administrative

councils; and adequate resources.

2. Benefit incentives: such as tuition remission for family; merit pay; leaves of absence; and early retirement.
3. Psychological incentives: such as job security; recognition; trust; and high expectations.

Jones feels these are necessary to guarantee a supply of management performers, who are competent, highly motivated, and are self-starters. It seems any changes dealing with people always impact upon personnel policies and budget considerations.

Competency

The second issue of competency-based performance, which is most often job-specific, has been addressed by Miller-Beach (1980) and many professional associations (AACRAO/NACAC, 1977; NASFAA, 1978; NECAA, 1973, etc.). It is a well accepted fact that employees who really know and understand their tasks are highly self-actualizing and tend to be the more ardent supporters of professional development. These competency-based components should be developed for all staff members and incorporated as a professional development foundation.

Recognition

The third issue, which a great deal is heard about, but seldom taken to hear, is formal individual recognition (be it for service, popularity, merit, or training), is a must for a successful program. As pointed out by Beeler (1975) and relates back to psychological incentives (Jones, 1980), the simplest of recognitions is usually the best. Beeler highlighted such things as completion certificates,

awarding CEUs, special luncheon, and identifying program contributions to name a few (1975, pp. 3-4). Scott, et al. (1978) supported professional certification, such as that provided by C.A.S.E. for administrators and public relations personnel. He felt it would serve a dual purpose, providing for a competency plan and professional recognition. Another form of professional recognition to be promoted is within the area of professional publication. According to Kuhn and Bursky (1980), this is one area sorely overlooked by student personnel practitioners, whose experience and opinions are constantly in demand. This type recognition could not only bring development and growth to the individual, but would as well bring recognition to the DSA.

Conclusions

As this paper has attempted to demonstrate, there is a continuing and growing awareness for the need to implement professional development programs throughout the professional disciplines and institutions of this society. Education has realized the usefulness and the necessity of offering all of its employees PD for efficient and effective functioning of the organization as well as for social mobility.

Several major weaknesses of the PD movement, particularly within education has been its notorious lack of theoretical framework and stable philosophical base, with too much emphasis being misplaced on methodology and technology. Student personnel work has the advantage of a concise philosophy, coupled with a conceptualization of the needs and issues, and the availability of several diversified models to be emulated.

Issues of incentives, competency and recognition are critical. They should be studied and as quickly as possible be incorporated into existing personnel policies and formulated into future budgets.

Stuart Smith (1979) had these remarks to make:

> The professional development movement will become a significant and continuing force when it can offer a setting in which this kind of growth toward professional maturity can take place. Until this happens, professional development will touch only lightly the mainstream of higher education. When it does happen, the issues of methodology and administrative support will be resolved by coming to rest in their place in the proper order of things. (p. 38),

APPENDIX

COMPONENT MATRIX

	Professional Development Activities	NCSU	EMU	CSU
1.	Cookout to welcome new members (social)	X		
2.	Student Affairs Old-fashioned picnic (social)	X		
3.	Career/life planning for the professional (Sp. topic)	X		
4.	Job interviewing - techniques and rights (Sp. topic)	X		
5.	Race relations (skill development)	X		
6.	College student characteristics (sp. topic)	X	X	
7.	Employee morale (sp. topic)	X		
8.	International students (sp. topic)	X	(X)	
9.	Impact of continuing education students (sp. topic)	X		
10.	Burrow's management workshops (skill dev.)	X	X	X
11.	The Handicapped Experience (skill dev.)	X		
12.	HEW and UNC System (sp. topic)	X		
13.	Student Affairs annual staff meeting	X	X	X
14.	Equal Opportunity Rights (class)	X*	X	
15.	Developing effective listening		X	
16.	Legal rights of students	X*	X	
17.	Ethics		X	
18.	Basic human relations		X	X
19.	Resident hall staffing		X	
20.	Transcendental Meditation (TM)		X	
21.	Computer - DP	X*		X
22.	Personnel policies	X*		X
23.	Language			X
24.	Writing	X*		X
25.	Experimental learning			X
26.	Stress management			X
27.	Clerical			X
28.	University customs			X
29.	Time management	X*		X
30.	Statistics	X*		X

Note: Denotes offered but cancelled ( )
Denotes special group learning *

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